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ABSTRACT

Each recipient of Vocational Education Act funds must establish a local advisory council, composed of lay representatives of business, industry, and labor, to advise it on current job needs and on the relevancy of vocational/technical course offerings. This report reviews the literature pertinent to advisory committees for community college occupational programs, discusses the federal regulations, presents a model for establishing and maintaining a local advisory committee, and predicts the potential influence of such model committees on community college policy. It also presents a bibliography of reference works to be read by any community college staff member concerned with establishing or modifying a local advisory council in accordance with the federal regulations. (DC)

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ADVISORY COUNCIL INFLUENCE
ON HIGHER EDUCATION POLICY

by

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JC 170 503

A Practicum Presented to Nova University in Partial
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ABSTRACT

The federal government influences policy of the community college. One example of this influence is the recent mandate that each recipient of Vocational Education Act funds establishes a local advisory council.

This investigation examined and presented certain literature pertinent to the utilization of advisory councils by a community college. There are fourteen references cited representing descriptions of practice, approaches to making advisory councils effective, and comments on usefulness. Sixteen items in a selected bibliography section provide additional references.

Characteristics of a useful model for the establishment and operation of a local advisory council under the Vocational Education Final Rules (FR, October 3, 1977: 53833) are given. Recommendations are made concerning local implementation of the regulations.

Appendices contain related documents, including a sample charter creating a local advisory council.

INTRODUCTION

This investigation was concerned with the examination of federal influence on community college policy. In particular, it dealt with the implications of the mandate that each recipient of Vocational Education Act funds establishes a local advisory council.

The objectives of this investigation were to:

- (1) examine and present certain literature pertinent to the utilization of advisory councils by a community college,
- (2) examine and present useful models for the establishment and operation of such local advisory councils for the community college, and
- (3) determine the nature and extent of the potential influence of such local advisory councils on higher education policy in a community college.

BACKGROUND AND SIGNIFICANCE

McCabe (1973: 15-16) claims the Federal Government has introduced very direct methods of influencing higher education policy in recent years. The Comprehensive Employment and Training Act (CETA) of 1973 is an example. The act mandated the formation of Area Manpower Planning Boards (AMPB) to cause local coordination of programs operated with federal funds under its provisions. The AMPB must have representation from all constituencies, including local education agencies, and makes decisions about the allocation of funds to various agencies which propose to

provide manpower, supportive or training services. Every community college in the country is located in either a CETA prime sponsor area or a CETA subgrantee area. If a college wishes to provide manpower, supportive or training services under the act, it is directly influenced by the activities of the AMPB. Through this Department of Labor activity, the federal government influences higher education policy by affecting the nature and extent of the provision of certain services (under CETA) and tends to promote vocational, occupational and career training opportunities appropriate to a local area.

Another example is Public Law 92-318 which mandated the foundation of the so-called "1202 commissions" in any state desiring federal support under its section 1203 or Title X, as follows:

Section 1202 (a) Any state which desires to receive assistance under Section 1203 or Title X shall establish a State Commission or designate an existing State agency or State Commission (to be known as the State Commission) which is broadly and equitably representative of the general public and public and private non-profit and proprietary institutions of postsecondary education in the State including community colleges (as defined in Title X), junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four year institutions of higher education and branches thereof.

Section 179(c) of the Education Amendments of 1976 (Public Law 94-482, Title I - Higher Education, Part I - Community Colleges and State Postsecondary Planning) renews the provisions of section 1202(a) and permits interstate compacts for postsecondary planning. These commissions will make decisions which will influence policies of all community colleges.

This investigation is concerned with another, more direct, example of federal influence on policy. Section 202 of the Education Amendments of 1976 revises the Vocational Education Act of 1963. In part, it mandates the formation of a State Advisory Council for those states which desire to participate in programs funded under the act. In addition,

each community college which receives assistance under the act must establish a local advisory council. In particular, Section (105(g) (1) and (2) stipulates:

(g)(1) Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor; and such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient.

(2) Each State board shall notify eligible recipients within the State of the responsibilities of such recipients under the provisions of paragraph (1); and each State advisory council shall make available to such recipients and the local advisory councils of such recipients such technical assistance as such recipients may request to establish and operate such councils.

This investigation was particularly significant at this time for a variety of reasons. Many community colleges have had little successful experience in the productive utilization of advisory groups. Legislation alone will not change the conditions which cause lack of experience with advisory groups; information is needed about exemplary practices which can be duplicated.

In the "Notice of Intent to Issue Regulations" for Vocational Education--State Plan and Discretionary Programs published in the Federal Register on November 10, 1976 comment was requested on the issue of local advisory councils. To elicit particular comment, it was noted that the Act addresses the composition of these councils only in general terms, and no statutory guidance is provided on the certification, operation, or consultation requirements of the council, although the State advisory council, upon request, may render technical assistance to the local council with respect to its establishment and operation.

Halperin (1976) indicates that the federal government is trying to do far too much in the field of education, and that reform can come about only in a spirit of cooperation and partnership among federal and state governments and the educational communities. Local Advisory Councils as mandated could serve to foster inter-governmental cooperation by properly linking with the State Advisory Council, and through it, to appropriate national Advisory Councils.

PROCEDURES

The procedures for this investigation consisted of:

- (1) a literature search to determine various practices by community colleges in the utilization of advisory groups, particularly as these groups relate to occupational programs,
- (2) an inquiry on the status of comments in response to the November 10, 1976 "Intent to Issue Regulations",
- (3) an inquiry of the Massachusetts Department of Education, Division of Occupational Education on the status of the State plan, the "State Advisory Council", the potential nature of its notification to eligible recipients of their responsibilities, and the potential nature of its technical assistance,
- (4) a determination of the characteristics of a model for local advisory council formation, representation, organization and operation, and
- (5) the prediction of the potential influence of such model local advisory councils on the policies of a community college.

RESULTS

Pertinent Literature

Miller (1975) classifies advisory councils as general (serves all of vocational education or a selected occupational segment), local option (serves as a specific consulting committee), and ad hoc (serves to advise on a particular problem or task). He sees the primary purpose of an advisory council as assisting and advising the teacher and administrator in planning, organizing and conducting an instructional program that will effectively meet the needs of the people in the community.

An advisory committee in occupational education in the community college has a specific role (Riendeau, 1967). Two of the three types mentioned are: a general committee to review the total occupational program and to advise on the needs and priorities, and occupational advisory committees to advise about instructional programs in specific occupations. Advisory committees can provide expertise in matters of equipment, facilities and curriculum content. They can assist in obtaining public support, raising scholarship funds, recruiting instructors, arranging field trips, providing speakers, placing graduates, promoting industry cooperation, and improving community liaison. Members should have competence, interest, character, and time, and the college should make effective use of their services and recognize their efforts.

Richardson (1972: 44-46) expresses the need for separate advisory committees or boards operating on at least three levels: the community relations level, the career program level, and the individual program level. As career program and individual program level committees are established, the role of the community relations board changes and it

can become more oriented toward explaining the college to the community and involving those who might be interested in the college, but have little understanding of it.

Richardson calls it imperative that the roles of advisory groups be clearly defined, and that they have significant tasks which lead to accomplishment.

Black Hawk College's Advisory Committee Handbook (1976) describes four types of advisory committees: community, program, special (ad hoc), and affiliate (interinstitutional).

Clear implications concerning the formation, representation, operation and responsibilities of a general advisory committee come from the section "General Advisory Committees" of Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs (1971). (See Appendix A for instruments pertinent to both general and occupational advisory committees.) Desirable general advisory committees are formally organized, and are broadly representative of the clientele and of groups concerned, such as labor, employers, social and economic planning agencies, former students and the State employment service. They advise and assist in such matters as labor market and clientele needs surveys, program and overall institutional development and evaluation, determination of membership and function of occupational advisory committees, and selection procedures, sources and qualifications of new staff.

Fuller (1975) claims that lay-expert advisory councils can play a key role in stimulating action for change and serve as communication links between professions and industry. He indicates that an advisory council should perform in an environment where it is understood that 1) the future is shaped by decisions, or lack of decisions, made each day, and 2) those who examine alternative futures and their consequences are best able to

make conscious decisions to bring about the most desirable future.

Davis (1974) advises that the first rule for setting up and working with an advisory group is to know that their advice is needed and should be valued. An advisory group can insure that advice is received from segments of the community that usually have no voice in policy-making. The process of developing membership is continuous; as people agree to serve, a sense of what other kinds of people are needed is developed.

Practices characteristic of effective advisory committees are isolated by Danenburg (1975). Committee practices are categorized as planning, implementation or evaluation practices. Much detail is given on a method of evaluating advisory committee effectiveness, and a list of recommendations for Florida committees generated from the results is included.

Ramey (1975), Ferguson (1976), and A Guide For Planning, Organizing, and Utilizing Advisory Councils (1975) are useful examples of state or local efforts to formalize and institutionalize the use of advisory groups in an educational setting. All discuss purpose, philosophy, organization, and representation and give sample letters, by-laws, agendas, membership forms and various evaluation instruments. The Illinois Guide provides an organization chart showing advisory council reporting and advising relationships, and lists many possible areas of activity for consideration by advisory councils.

Status of Comments

During this investigation a summary of comments and responses

elicited by the Notice of Intent to Issue Regulations (FR, November 10, 1976) was published. The comment pertinent to local advisory councils (FR, April 7, 1977: 18546) was:

Issue No. 6 Local Advisory Councils

Regarding the extent to which the Commissioner should regulate local advisory councils, the consensus of the public comment was that the regulations should merely restate the law and should make no extra requirement of any kind. For example, one commentor said, "No further specifications should be provided in Federal Regulations beyond what is described in the law for the composition, certification, operation, or consultation role of local advisory councils." The proposed regulations (Sections 104, 111-112) follow this recommendation.

Changes in Proposed Regulations

Minor changes occurred in the regulations pertinent to local advisory councils while the investigation was underway. The new language was as follows (FR, April 7, 1977: 18555-6):

LOCAL ADVISORY COUNCILS

Section 104.111 Establishment of local advisory councils.

(a) Each eligible recipient (that is, each local educational agency or post-secondary educational institution which receives Federal assistance under the Act) shall establish a local advisory council on vocational education.

(b) The local advisory council may be established for:

- (1) Program areas;
- (2) Schools;
- (3) The community; or
- (4) The region in which the eligible recipient is located.

(c) The local advisory council shall be composed of representatives of the general public including at least a representative of:

- (1) Business;
- (2) Industry; and
- (3) Labor.

(Sec. 105(g)(1); 20 U.S.C. 2305.)

(d) Representatives from several craft committees, or representatives of several school councils within a local educational agency, having the requisite representation in paragraph (c), may join together to form a general local advisory council.

(Implements Sec. 105(g)(1); 20 U.S.C. 2305.)

Section 104.112 Duties of local advisory councils.

(a) The local advisory council shall advise the eligible recipient on:

- (1) Current job needs; and
- (2) The relevance of programs (courses) being offered by the local educational agency or postsecondary educational agency in meeting current job needs.

(Sec. 105(g)(1); 20 U.S.C. 2305.)

(b) The local advisory council shall assist the eligible recipient in developing its application to the State board.

(Sec. 106(a)(4)(A); 20 U.S.C. 2306.)

Note that changes in the language and format include more specificity for certain sections. In addition, these proposed regulations are designed so as to be self-contained, making it unnecessary to refer constantly to the Act. The regulations repeat all essential requirements of the Act so that those affected may, in general, rely on the regulations to plan their compliance efforts.

A citation to the statutory authority for each provision has been placed in parentheses on the line immediately following the text of the regulation. Each citation applies to the text of the regulations between that citation and the next preceding citation.

Final regulations pertinent to local advisory councils were published without change from the proposed regulations while this investigation was underway. The reference is FR, October 3, 1977: 53833.

RECOMMENDATIONS

General

Literature. A community college staff concerned with establishing or modifying a local advisory council in accordance with the mandate of the Education Amendments of 1976 should review certain literature. A selected bibliography is appended for this purpose. Three of the more useful documents (see REFERENCES CITED) are A Guide for Planning, Organizing and Utilizing Advisory Councils (1975), Ferguson (1976), and Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs (1971). Appendix I contains excerpts from the latter.

Regulations. Community college staff with responsibilities relative to the local advisory council must be familiar with the pertinent regulations (see pages 8 and 9) and should acquire the full text of the Vocational Education proposed regulations (FR, April 7, 1977: 18541-18585) to examine related regulations. For example, a possible relationship between the local advisory council and the State Advisory Council may be established.

State Advisory Council. Community college staff should acquire their State Plan for Vocational Education, inquire about the membership of their State Advisory Council, and ask how and to what extent their State Advisory Council is able to provide technical assistance to their local advisory council. Section 104.93 (i) states that the State Advisory Council shall "provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils." (FR, April 7, 1977: 18555) This information

may be included in the State Plan. For the fiscal years following 1978 the annual program plans must include "...the results of the...participation of local advisory councils...." (FR, April 7, 1977: 18560; Section 104.222(f)(3)) Inquiries should be made to that State board designated as the sole State agency responsible for the administration of programs under the Act.

Characteristics of a Model

A charge. A document should be prepared which explicitly states the functions and responsibilities of the local advisory council, together with a clear reference to regulations under the Education Amendments of 1976. A local advisory council is a formally organized group for a specific educational purpose, operating under certain rules, and approved by proper college or trustee authority. Such other items as may be thought important to proper functioning under local conditions may be included, or added at a later date.

Matters which should be clarified include: (a) general duties of the council and its relationship in an advisory capacity, (b) criteria and selection method for members, (c) member and term of members, (d) council channels of communication, (e) duties of chairperson, (f) duties of college representative(s), and (g) handling of council records and minutes.

Appendix B contains an example of a document which may be used to establish a local advisory council.

Two decisions. The regulations allow the establishment of a local advisory council for program areas, schools, the community, or the region in which the eligible recipient is located. This investigator recommends that, for community colleges, the local advisory council be established for the region.

Whether or not there is a statutory region or district, it should be kept in mind that a community college deals with two regions: a recruiting area, that geographical area from which students are allowed to attend at "in-district" tuition rates; and a placement area, that geographical area within which the majority of students are placed in jobs. For some community colleges these areas are not congruent. For purposes of local advisory council formation, "region" should be interpreted in the larger sense, since job placement and student need are important considerations of a community college.

The regulations permit joining together existing program advisory or craft committees with requisite representation (business, industry and labor) to form a local advisory council. Although this may be expeditious, this investigator recommends a blend of one representative from each existing and exemplary program advisory committee and some new individuals not presently connected with one of the college's program advisory committees, if representation from existing program advisory committees is to be considered at all.

The college may wish to give future consideration to an interlocking hierarchy of advisory groups: the local advisory council, the program area advisory council (allied health, technical, . . .), and the program advisory council (nursing, . . ., electronic technology, . . .), each with a relationship to another within its hierarchy.

Representation. The regulations mandate representation of the general public including at least a representative of business, of industry, and of labor. In addition, this investigator recommends consideration be given to representation of those who are within the following categories: represent region economic development agencies; represent the region's

State Employment service; are currently on region local school boards; represent the Area Manpower Planning Board; represent region school systems with large concentrations of persons who have special academic, social, economic and cultural needs and of persons who have limited English-speaking ability; are women with backgrounds and experiences in employment and training programs, and who are knowledgeable concerning problems of sex discrimination and sex stereotyping; have special knowledge or experience concerning educational needs of mentally or physically handicapped persons; represent and are knowledgeable about the region poor and disadvantaged; represent and are knowledgeable about the region minority groups; and are vocational education students or recent graduates.

It is also recommended that care be taken to insure appropriate representation of both sexes, racial and ethnic minorities, and geographical areas of the region.

Terms of appointment. Although there is no guidance in the regulations concerning terms of appointment, this investigator recommends that terms of appointment be for three years so that the local advisory council and the college may benefit from the resultant continuity. Initially, one-third of the members should be appointed for terms of one year each and one-third should be appointed for terms of two years each. An appointment to fill a vacancy should be for the term that remains unexpired.

Communication. An agenda should be prepared for each meeting, with a clear mechanism allowing council members to add agenda items, preferably in advance, but if necessary as the first order of business. In addition, agenda items should be solicited for future meetings at the end of each meeting.

Accurate action minutes must be kept, keyed to agenda items, and distributed promptly to council members and affected college staff. Council members must be free to distribute minutes as they wish, but have a responsibility to inform, as well as possible, those they represent. Efforts should be made to support council members in meeting this responsibility. For example, the college may maintain a mailing list for each of the council members to facilitate the distribution of minutes to key members of their constituencies. Press releases may be made systematically, through a standard procedure, with the minutes serving as a basis.

College staff. The President of the college must play an active role as the chief college representative relative to the local advisory council. Council needs which can only be met by staff work should be delegated by the President to appropriate staff. Good council member/college staff relationships are important, but it should be made clear that the staff is accountable to the President.

Reports and attendance by representatives of college organizational units in response to agenda items are useful and desirable, but care should be taken to allow the local advisory council to react openly to problems and help create or select alternative solutions, rather than being presented with faits accomplis in all instances.

Influence on Policy

The prediction of the potential influence of a local advisory council on the policies of a community college depends on the nature of the advisory council and the way it is utilized by the community college staff.

A local advisory council formed and utilized to comply with the mandate of Sections 104, paragraphs 111 and 112 of the regulations to implement the Education Amendments of 1976 should tend to cause the community college to be increasingly responsive to the state plan for vocational education, if the state plan is seen as addressing the needs and priorities of the college's target population.

If the state plan is not seen as addressing these needs and priorities, the local advisory council could influence the state advisory council to cause reassessment of the state plan. The state advisory council advises the State Board in the development of the five-year state plan, the annual program plan, and an annual accountability report, and could be an influential change agent.

When the state plan is adequate, state advisory council linkage to local advisory councils, even if only to the extent of requested technical assistance, could be a powerful tool in the implementation of the state plan and the delivery of its services. In these circumstances, the local advisory council will work to affect local policies in response to the state plan.

Keeping in mind that state plans are created in response to federal legislation and agency regulations, it is apparent that under ideal conditions there is a potential effect of national significance if local advisory councils work. Local advisory councils, together with state advisory councils and the national advisory council, complete a network of intergovernmental links that could make the federal role much more visible at the local level. It could work both ways, but the likelihood is that the federal influence will prevail.

On the other hand, a local advisory council will always have strong

local biases. The members have an understanding of the community and region, and an understanding of the role a community college can play in the region. On-going consideration and refinement of these understandings by the council and college staff will help the college to focus on appropriate service, somewhat independently of national influence. As the local advisory council becomes more informed and secure in its grasp of local understanding, state and federal influence may fall into meaningful perspective.

A local advisory council concerned with occupational programs may affect general policies as they relate to occupational training. For example, the college may have an academic credit policy or a calendar that operates to the detriment of work experience or a cooperative education component of an occupational program. This may cause reconsideration of the general policy, or the framing of policies specific to occupational programs.

Very likely the most important influences on policy, if a local advisory council is allowed to deal with real issues, will involve the systematic monitoring of occupational training, the analysis of placement information, the consideration of program quality as related to performance as seen by employers, feedback to instructional specialists that causes course or curriculum change, and the examination of the allocation of resources to occupational training compared to liberal arts or transfer education.

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APPENDIX A

MANAGEMENT:

General Advisory Committee

An institution providing vocational/technical education needs an organized mechanism for assuring that its services are acceptable to the clientele and to employers, and for keeping its services current with its clientele's needs and with the needs of the labor market. Public institutions frequently are required by law to have a General Advisory Committee to fulfill this function. In addition, public institutions are normally expected to have Occupational Advisory Committees to assist each program in keeping current with the requirements of the occupation for which it prepares and to assure the acceptability of the program to the clientele.

Whether or not required by law, such committees have been found to be highly desirable and useful to vocational/technical education. It is important that where the committees exist, they be used effectively, rather than perfunctorily.

The following items apply to the General Advisory Committee where used. A separate section for Occupational Advisory Committees is included to be used by program personnel.

CHARACTERISTIC

EVALUATION:

.....

A vocational/technical education General Advisory Committee effectively represents occupational interests and the interests of the clientele in planning and operating vocational/technical education.

GUIDELINES

.....

1. The governing body has approved the appointment of a General Advisory Committee for vocational/technical education which exists as a formal organization.

.....

2. The membership of the General Advisory Committee is broadly representative of the clientele and of groups concerned with vocational/technical education, such as labor, employers, social and economic planning agencies, former students, the State Employment Service, and others.

.....

3. The Committee functions well and is used effectively.



4. The Committee advises and assists in such matters as:
 - a. Conducting and interpreting labor market surveys and surveys of clientele needs.
 - b. Establishing and terminating programs according to clientele and labor market need.
 - c. Evaluating overall institutional effectiveness in vocational/technical education.
 - d. Determining membership and function of Occupational Advisory Committees.
 - e. Selection procedures, sources and qualifications of applicants for employment.
5. The Committee helps the school to gain support for its vocational/technical education activities, to interpret them to the community, and to keep them relevant to documented need.
6. Committee members devote sufficient time to Committee activity.
7. The Committee meets regularly and as the need arises to consider matters pertinent to effective school operation.
8. Minutes of Committee meetings are available for examination and reference by the institutional community.
9. Faculty members and school officials:
 - a. Provide the Committee with information it needs to carry out its responsibilities, and
 - b. Are encouraged to act as resource personnel and staff for the Committee.
10. The vocational/technical education administrator:
 - a. Informs Committee members of their functions and responsibilities as well as the philosophy and objectives of vocational/technical education.
 - b. Familiarizes Committee members with pertinent laws and regulations, and with school policies and operating practices.
 - c. Seeks the advice of the Committee and is prepared to act upon sound Committee recommendations.
 - d. Assures that preparation for meetings is adequate to meet the needs of the Committee.
 - e. Assures that work of the Committee and Committee members is given public recognition and appreciation.
11. General Advisory Committee activities are analyzed, delineating major recommendations and actions taken to implement them.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Occupational Advisory Committee

CHARACTERISTIC

EVALUATION:

An Occupational Advisory Committee assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community.

GUIDELINES

- 1. An Occupational Advisory Committee has been appointed for the program and exists as a formal organization.
- 2. The membership of the Occupational Advisory Committee represents the clientele, students, and the occupation, including both employers and practitioners.
- 3. The Committee functions well, is used effectively, and meets with sufficient regularity to carry out its functions.
- 4. Program personnel are actively involved in Committee activities.
- 5. Minutes of Committee meetings are available for examination and reference by the institutional community.
- 6. Occupational Advisory Committee activities are analyzed, delineating major recommendations and actions taken to implement them.
- 7. The program head assures that preparation for meetings is adequate.
- 8. The work of the Committee and of its members is given public recognition and appreciation.
- 9. The Committee advises or assists in such matters as:
 - a. Providing accurate, current occupational information
 - b. Finding qualified instructors
 - c. Establishing standards for equipment, facilities, instructor qualifications, instructional materials
 - d. Placing students and graduates
 - e. Arranging for field trips, customer work, work experience, guest speakers, and other aids to learning
 - f. Providing opportunities for instructors to up-date and improve their occupational skills
 - g. Setting occupation-based performance objectives for students
 - h. Evaluating student achievement and program effectiveness
 - i. Arranging for donated equipment, supplies, and services

APPENDIX B

NORTHERN ESSEX COMMUNITY COLLEGE ADVISORY COUNCIL

General

The Northern Essex Community College Advisory Council is established for the college and for its primary and secondary service areas as defined by the Massachusetts Board of Regional Community Colleges. Its establishment is pursuant to the Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482, and in particular, Part 104 - State Vocational Education Programs (FR 18555-56, April 7, 1977).

The Northern Essex Community College Advisory Council is composed of representatives of the general public including at least a representative of business, of industry and of labor.

The Northern Essex Community College Advisory Council advises the college on current job needs and the relevance of programs or courses being offered in meeting current job needs. In addition, the Advisory Council assists the college in developing its application for federal funds under the State Plan for Vocational Education.

Functions of the Advisory Council

The NECC Advisory Council is established to provide communication among, and general cooperation with, business, industry, labor and the general public to assure a high degree of credibility in occupational education. It advises the college on the current and anticipated community needs within its service area and its placement area with regard to occupational education.

The NECC Advisory Council:

- (1) Assists in identifying the need for, and developing new educational programs
- (2) Informs the college of changes occurring in the various occupations and assists in determining future trends

- (3) Reviews established programs and makes recommendations for improvement including, but not limited to, the content of programs, curriculum development and revision, and the use of community resources
- (4) Makes recommendations on facilities and equipment needed for effective programs
- (5) Recommends standards for the selection of students for various programs
- (6) Assists in the development of avenues of employment for graduates, or placement of cooperative program students, and
- (7) Provides support for public information efforts about the various programs and secures the cooperation of the community.

Appointment and Terms of Office

Appointments to the NECC Advisory Council are made by the President of the College. Recommendations for membership may be made by the Dean of the College, the Dean of Students, the Dean of Administration, the Dean of Continuing Education and Community Services, or the Division Chairpersons. These individuals will seek the advice of those within their organizational units in making their recommendations.

Membership of the Advisory Council is reviewed on an annual basis.

Responsibility and Authority

The NECC Advisory Council is responsible to the President of the college, and has the authority to advise the President on all matters directly related to the functions listed above.

The NECC Advisory Council will meet at least once each semester at such time as determined by the President of the college, but members of the Advisory Council may request a special meeting.

Minutes will be maintained and distributed for every meeting of the Advisory Council.